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First the report discusses intelligence differences, not on a racial basis, but more in terms of socio-economic level differences.

Then the report is divided into three sections, 1) racial distribution, 2) socio-economic level distribution, and 3) mobility of children in and out of the district since the first day of school.

Tables contain the following information: 1) the racial distribution of children in each elementary class and grade level, 2) the total percentage of Negro and white children in the elementary schools, 3) the social class distribution of children in each class and grade level and how this varies among Negro and white children, 4) the total percentage of children with low and middle to high socio-economic backgrounds in the elementary schools, 5) the grade level distribution of new entrants in terms of Negro and white children, as well as the number of pupils of low and middle to high socio-economic background, 6) and the grade level distribution of children who have left the district in terms of Negro and white children, as well as the number of pupils of low and middle to high socio-economic background.

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ANALYSIS OF RACIAL DISTRIBUTION AND MOBILITY OF STUDENTS IN AND OUT OF THE SCHOOL DISTRICT

ED001403

GREENBURGH SCHOOL DISTRICT NO. 8
WARBURG CAMPUS
HARTSDALE, NEW YORK

Submitted to the Supervising Principal and Board of Education
by Sinai M. Waxman, Elementary Supervisor

January 1963

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ANALYSIS OF RACIAL DISTRIBUTION AND MOBILITY OF STUDENTS IN AND OUT OF THE SCHOOL DISTRICT

In September 1961 and July 1962, the New York University study team submitted reports to the supervising principal and Board of Education analyzing the racial distribution of the elementary classes in our school district. The team noted that "Negro and white children are fairly well distributed throughout each class and grade." N.Y.U. also studied the intelligence among elementary children and found "The average intelligence for the Negro children in each grade is 12 to 15 points lower than the white children in the same grade." The team reported that, "It should be emphasized that the gap between the Negro and white pupils represents a cultural gap rather than an inherent difference in the abilities of the two groups of pupils."

Although N.Y.U. provided us with data previously unknown to the district, it was limited to a description of Negro and white distribution in classes and their respective intelligence. Since that time, with our Project Able study of kindergarten children and their intelligence, we have become even further aware that to discuss intelligence differences on a racial basis is erroneous; it should be discussed more in terms of socio-economic level differences.

This report was written as a partial follow-up study of those presented by New York University. The following questions are answered by this survey:

1. What is the racial distribution of children in each elementary class and grade level? The data are found in Table I.

2. What is the total per centage of Negro and white children in the elementary schools? The data are found in Table II.

In this section dealing with racial distribution, one will also find data related to male and female (Negro and white) distribution in each class. It seemed important to address ourselves to this information so that we may determine if the proportions are appropriate.

I was also interested in finding out some information concerning the socio-economic level distribution of our school population. Teachers were asked to estimate the level of their children in two categories; low socio-economic and middle to high socio-economic background. The criteria available for the teachers to determine the levels, were primarily overt, observable social, behavior factors. The reader should therefore

recognize that the socio-economic data are not definitive. The following questions are answered by the second section of the survey:

1. What is the social class distribution of children in each class and grade level and how does this vary among Negro and white children?
   The data are found in Table III.

2. What is the total per centage of children with low and middle to high socio-economic backgrounds in the elementary schools?
   The data are found in Table IV.

The last area of investigation in this survey was the mobility of children in and out of the district since the first day of school. The questions answered in this section are:

1. What is the grade level distribution of new entrants in terms of Negro and white children, as well as the number of pupils of low and middle to high socio-economic background?
   The data are found in Table V.

2. What is the grade level distribution of children who have left our district in terms of Negro and white children, as well as the number of pupils of low and middle to high socio-economic background?
   The data are found in Table VI.

TABLE I

DISTRIBUTION OF CHILDREN IN THE ELEMENTARY CLASSES

GRADE - KINDERGARTEN - A.M.

TEACHER	No. NM	No. NF	No. WM	No. WF	Total No.
Grant	3	4	11	8	26
Doyle	5	4	11	8	28
Disbrow	5	4	9	9	27
Kennedy	4	3	11	9	27
Bettinger	3	2	14	8	27
Segaul	4	4	10	12	30
	24	21	66	54	165
Total	45 N		120 W		
Per Cent	27%		73%		

GRADE - KINDERGARTEN - P.M.

Grant	5	5	9	8	27
Doyle	4	4	9	10	27
Disbrow	7	3	8	9	27
Kennedy	5	4	10	8	27
Bettinger	4	5	9	9	27
Segaul	6	5	9	7	27
	31	26	54	51	162
Total	57 N		105W		
Percent	35%		65%		

GRADE ONE

Cohen	3	5	9	7	24
Beckman	2	5	6	8	21
Brooks	2	6	6	7	21
Ziegler	2	5	9	7	23
Shaw	3	4	6	9	22
Van Ness	2	5	10	8	25
Flax	3	5	8	8	24
Cestone	4	4	9	7	24
Thomas	3	5	8	6	22
Siegel	3	4	9	8	24
	27	48	80	75	230
Total	75 N		155 W		

TABLE I

DISTRIBUTION OF CHILDREN IN THE ELEMENTARY CLASSES

GRADE TWO

TEACHER	No. NM	No. NF	No. WM	No. WF	Total No.
Olson	3	4	8	7	22
Rosenberg	6	4	6	8	24
O'Malley	4	4	7	8	23
Rachap	3	5	7	7	22
Norden	4	5	7	8	24
Callwood	3	6	8	6	23
Andrews	5	3	8	9	25
Feldstein	2	4	8	8	22
Dukler	4	4	6	8	22
Dickman	5	4	8	8	25
	39	43	73	77	232
Total	82 N		150 W		
Per Cent	35%		65%		

GRADE THREE

Raber	4	4	9	8	25
Muller	6	4	11	6	27
Easton	6	4	6	7	23
Beilin	5	7	9	5	26
Gindoff	4	5	6	9	24
English	6	6	8	6	26
Kurland	5	4	7	6	22
Vucker	4	6	7	8	25
O'Rourke	4	6	8	8	26
	44	46	71	63	224
Total	90 N		134 W		
Per Cent	40%		60%		

TABLE I

DISTRIBUTION OF CHILDREN IN THE ELEMENTARY CLASSES

GRADE FOUR

TEACHER	No. NM	No. NF	No. WM	No. WF	Total No.
Cestone	4	2	8	10	24
Laufer	2	5	9	7	23
Towey	3	3	10	8	24
Bernstein	3	3	9	9	24
Cohn	5	4	9	7	25
Voltmer	3	4	9	7	23
Marcus	5	4	7	7	23
Bair	4	5	7	7	23
Stern	5	3	8	6	22
	34	33	76	68	211
Total	67 N		144 W		
Per Cent	32%		68%		

GRADE FIVE

Chesin	4	5	8	8	25
Miller	3	6	7	9	25
Clark	3	4	8	9	24
Schneider	3	6	7	9	25
Berson	3	4	8	8	23
Guiliano	3	6	8	8	25
Wolff	3	6	7	7	23
Bank	3	5	9	9	26
	25	42	62	67	196
Total	67 N		129 W		
Per Cent	34%		66%		

GRADE SIX

Pontes	7	4	9	5	25
Shindelman	6	3	9	6	24
Greene	6	4	9	5	24
Resnick	5	4	9	6	24
Auditore	5	4	10	4	23
Klein	6	4	8	6	24
Tillson	5	4	10	5	24
Fruman	5	3	9	7	24
	45	30	73	44	192
Total	75 N		117 W		

TABLE II

SUMMARY OF DISTRIBUTION OF CHILDREN IN THE ELEMENTARY CLASSES

GRADE	Per Cent Negro MF	Per Cent White MF
Kdg. A.M.	27	73
P.M.	35	65
One	33	67
Two	35	65
Three	40	60
Four	32	68
Five	34	66
Six	39	61
Mean	34 Per Cent	66 Per Cent

TABLE III

GRADE LEVEL DISTRIBUTION OF CHILDREN ACCORDING TO TEACHER ESTIMATED SOCIO-ECONOMIC LEVEL (ELEMENTARY)

GRADE - KINDERGARTEN - A.M.

TEACHER	No.NMF * LSE	No.WMF LSE	No.NMF M-H SE	No.WMF ** M-H SE
Grant	6	0	1	19
Doyle	4	1	5	18
Disbrow	4	1	5	17
Kennedy	3	1	4	19
Bettinger	3	1	2	21
Segaul	6	1	2	21
	26	5	19	115
Total	31		134	
Per Cent	19%		81%	

* Number Negro male and female low socio-economic background

** Number white male and female middle to high socio-economic background

TABLE III (continued)

GRADE - KINDERGARTEN - P.M.

TEACHER	No.NMF LSE	No.WMF LSE	No.NMF M-H SE	No.WMF M-H SE
Grant	9	1	1	16
Doyle	6	0	2	19
Disbrow	4	1	6	16
Kennedy	5	0	4	18
Bettinger	5	0	4	18
Segaul	8	3	3	13
	37	5	20	100
Total	42		120	
Per Cent	26%		74%	

GRADE ONE

Cohen	7	1	1	15
Beckman	3	0	4	14
Brooks	6	4	2	9
Ziegler	3	2	4	14
Shaw	1	0	6	15
Van Ness	5	3	2	15
Flax	6	2	2	14
Cestone	3	0	5	16
Thomas	5	1	3	13
Siegel	6	0	1	17
	45	13	30	142
Total	58		172	
Per Cent	25%		75%	

GRADE TWO

Olson	2	0	5	15
Rosenberg	7	0	3	14
O'Malley	6	0	2	15
Rachap	4	0	4	14
Norden	7	3	2	12
Callwood	5	0	4	14
Andrews	1	1	7	16
Feldstein	5	0	1	16
Dukler	5	2	3	12
Dickman	6	1	6	15
	45	7	37	143
Total	52		180	

TABLE III (continued)

GRADE THREE

TEACHER	No.NMF LSE	No.WMF LSE	No.NMF M-H SE	No.WMF M-H SE
Raber	6	3	2	14
Muller	2	2	8	15
Easton	5	0	5	13
Beilin	4	1	8	13
Gindoff	6	4	3	11
English	9	1	3	13
Kurland	3	1	6	12
Vucker	5	5	5	10
O'Rourke	3	0	7	16
	43	17	47	117
Total	60		164	
Per Cent	27%		73%	

GRADE FOUR

Cestone	2	0	4	18
Laufer	5	1	2	15
Towey	5	5	1	13
Bernstein	2	0	4	18
Cohn	3	0	6	16
Voltmer	4	3	3	13
Marcus	5	0	4	14
Bair	2	1	7	13
Stern	3	0	5	14
	31	10	36	134
Total	41		170	
Per Cent	19%		81%	

TABLE III (continued)

GRADE FIVE

TEACHER	No. NMF LSE	No.WMF LSE	No.NMF LSE	No.WMF M-H SE
Chesin	5	1	4	15
Miller	3	0	6	16
Clark	3	0	4	17
Schneider	4	2	5	14
Berson	4	3	3	13
Guiliano	4	2	5	14
Wolff	4	1	5	13
Bank	5	3	3	15
	32	12	35	117
Total	44		152	
Per Cent	22%		78%	

GRADE SIX

Pontes	4	0	7	14
Shindelman	3	0	6	15
Greene	4	2	6	12
Resnick	6	0	3	15
Auditore	4	2	5	12
Klein	3	0	7	14
Tillson	5	0	4	15
Fruman	4	0	4	16
	33	4	42	113
Total	37		155	
Per Cent	19%		81%	

TABLE IV

SUMMARY OF GRADE LEVEL DISTRIBUTION OF CHILDREN ACCORDING TO TEACHER ESTIMATED SOCIO-ECONOMIC LEVEL (ELEMENTARY)

GRADE	Per Cent NW LSE	Per Cent NW M-H SE
Kdg. AM	19	81
PM	26	74
One	25	75
Two	22	78
Three	27	73
Four	19	81
Five	22	78
Six	19	81

TABLE V

DISTRIBUTION OF NEW ENTRANTS (SINCE THE FIRST DAY OF SCHOOL) AND TEACHER ESTIMATE OF SOCIO-ECONOMIC BACKGROUND

Grade	No.NMF LSE	No.NMF M-H SE	No.WMF LSE	No.WMF M-H SE	Total No.
Kdg. AM	2	0	0	6	8
PM	4	0	0	6	10
One	5	2	3	4	14
Two	3	5	0	7	15
Three	0	0	1	5	6
Four	1	2	0	0	3
Five	2	0	1	6	9
Six	3	5	1	6	15
	20	14	6	40	80
Total	34 N		46 W		
Per Cent	42%		58%		

TABLE VI

DISTRIBUTION OF CHILDREN WHO HAVE LEFT OUR DISTRICT * (SINCE THE FIRST DAY OF SCHOOL) AND TEACHER ESTIMATE OF SOCIO-ECONOMIC BACKGROUND

Grade	No.NMF LSE	No.NMF M-H SE	No.WMF LSE	NO.WMF M-H SE	Total No.
Kdg. AM	3	1	1	3	8
PM	1	0	0	6	7
One	3	1	0	1	5
Two	1	2	0	4	7
Three	3	0	2	6	11
Four	1	2	2	3	8
Five	0	0	1	2	3
Six	2	0	1	2	5
	14	6	7	27	54
Total	20 N		34 W		
Per Cent	37%		63%		

* Parochial school, moved, etc.

SUMMARY OF THE FINDINGS

1. Negro and white children are well distributed in all classes by race, as well as by sex.

2. The racial distribution of our elementary schools is 66 per cent white and 34 per cent Negro children.

3. Seventy-eight per cent of the elementary children represent middle to high socio-economic backgrounds, according to teacher estimates.

4. Although our school population is increasing, the number of children entering and leaving our district since the first day of school seems to follow an approximate racial pattern that currently exists in the elementary schools.